



Sampit Elementary

69 Woodland AV
Georgetown, SC 29440

Grades	PK-5 Elementary School	
Enrollment	369 Students	
Principal	Dr. Maudest Rhue-Scott	843-527-4411
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Excellent
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

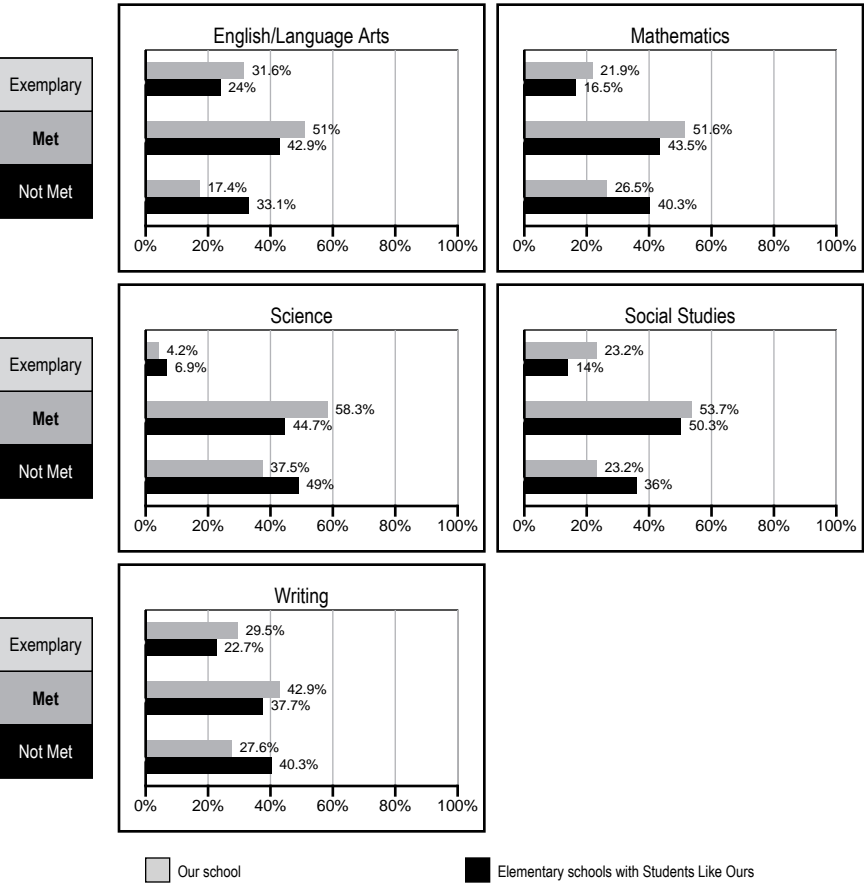
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	93	60	21

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=369)				
First graders who attended full-day kindergarten	98.2%	Down from 98.3%	100.0%	100.0%
Retention rate	2.1%	Down from 3.9%	2.5%	1.9%
Attendance rate	96.0%	No Change	96.0%	96.3%
Eligible for gifted and talented	10.4%	Up from 10.2%	4.1%	10.0%
With disabilities other than speech	4.9%	Down from 5.1%	7.9%	7.7%
Older than usual for grade	1.8%	Up from 1.5%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.8%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	55.2%	Up from 48.5%	56.8%	59.4%
Continuing contract teachers	72.4%	Up from 69.7%	73.1%	80.0%
Teachers with emergency or provisional certificates	3.7%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	89.2%	Down from 89.3%	83.0%	85.9%
Teacher attendance rate	93.1%	Down from 94.0%	95.1%	95.1%
Average teacher salary*	\$44,734	Up 2.1%	\$45,381	\$47,149
Professional development days/teacher	6.1 days	Down from 14.3 days	11.0 days	11.1 days
School				
Principal's years at school	19.0	Up from 18.0	3.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 14.9 to 1	17.3 to 1	18.8 to 1
Prime instructional time	88.0%	Down from 88.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.4%	Down from 97.2%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,060	Up 10.7%	\$8,504	\$7,458
Percent of expenditures for instruction**	62.9%	Up from 62.0%	68.5%	68.8%
Percent of expenditures for teacher salaries**	56.8%	Down from 57.3%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Sampit Elementary School is a community, rural school with close to 400 students. We are very proud of our students, our community, our faculty and staff, and our campus. Our school is rich in heritage and serves students in Pre-K through grade 5. We teach our children at Sampit to be successful in both academics and in their quest to become confident and productive members of society.

Sampit Elementary seeks to create a culture of learning with a comprehensive curriculum that encourages students to strive for excellence at every developmental level, have high expectations, and become self-motivated. Educational and emotional needs of the students are met through small class sizes, a comprehensive reading program, innovative approaches to mathematics education, cross-curricular connections, and scheduling that allows for the continued professional development of the staff.

Pre-K through 5th grade students are immersed in rich literature available at the individual student's developmental level through the 100 Book Challenge Reading Program. Through modeling, coaching, and discussion, students are equipped with a wealth of strategies they can use to add to their reading fluency. Strong unit planning strategically integrates both social studies and science with the students' literature study.

Opportunities for students' continued growth and development are provided through technology, music, art, and physical education. The mathematics curriculum provides the students with concrete, tactile learning in math instruction. The Everyday Math Program furnishes the students with an array of manipulatives and tools which they use to solve problems based on real life situations. The spiraling curriculum uses games for continued practice so that the children can begin to apply what they learn during investigations and explorations. The level of instruction is highly challenging and encourages cooperative learning experiences.

Academic success is a top priority for all of our students. We realize the powerful potential for improving student performance when the home, school, and community join forces for the good of our children. We believe in providing parents with resources to help their children learn at home. To assist our students with academic needs, we continue to offer in-school tutoring. Additionally, we implemented the Response to Intervention (RtI) program again this year to support needs in reading.

The parent, community, and school partnerships are crucial forces our children need to be successful in life. This year we had many parents and business partners working with us for the benefit of our children. They came and read with the children. They donated time, money, and bicycles for our "Bikes for Reading."

Maudest Rhue-Scott, Principal
David Britton, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	57	57
Percent satisfied with learning environment	100.0%	93.0%	94.3%
Percent satisfied with social and physical environment	100.0%	91.2%	96.4%
Percent satisfied with school-home relations	90.9%	94.6%	96.4%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	161	100	17.4	51	31.6	90.3	81.6	82.8	Yes	Yes
Gender										
Male	86	100	19.8	54.3	25.9	90.1	77.5	79.3	N/A	N/A
Female	75	100	14.9	47.3	37.8	90.5	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	49	100	6.5	45.7	47.8	97.8	89.9	89.5	Yes	Yes
African American	112	100	22	53.2	24.8	87.2	72.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	15	100	57.1	28.6	14.3	50	39.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	139	100	18.5	51.9	29.6	89.6	75.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	161	100	26.5	51.6	21.9	84.5	80.4	78.9	Yes	Yes
Gender										
Male	86	100	25.9	49.4	24.7	86.4	77.7	77	N/A	N/A
Female	75	100	27	54.1	18.9	82.4	83.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	49	100	13	54.3	32.6	91.3	88.9	87.2	Yes	Yes
African American	112	100	32.1	50.5	17.4	81.7	70.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	84.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	15	100	57.1	35.7	7.1	57.1	36.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	139	100	25.9	54.8	19.3	84.4	73.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	100	100	37.5	58.3	4.2	62.5	65.8	67.5
Gender								
Male	47	100	38.6	56.8	4.5	61.4	63.5	67
Female	53	100	36.5	59.6	3.8	63.5	68.3	68
Racial/Ethnic Group								
White	29	100	23.1	61.5	15.4	76.9	79.6	79.5
African American	71	100	N/AV	N/AV	N/AV	57.1	50.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	26.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.1	59.6
Socio-Economic Status								
Subsided meals	83	100	35	62.5	2.5	65	55.1	55.1

Social Studies

All Students	98	100	23.2	53.7	23.2	76.8	70.4	72.3
Gender								
Male	51	100	24.5	44.9	30.6	75.5	70	71.5
Female	47	100	21.7	63	15.2	78.3	70.8	73.2
Racial/Ethnic Group								
White	33	100	18.2	57.6	24.2	81.8	81.6	80.7
African American	65	100	25.8	51.6	22.6	74.2	58	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	67.9
Socio-Economic Status								
Subsided meals	89	100	24.1	55.2	20.7	75.9	60.5	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	162	100	27.6	42.9	29.5	72.4	69.5	70.2	96	96.2
Gender										
Male	87	100	29.3	40.2	30.5	70.7	61.9	63.2	95.8	96.1
Female	75	100	25.7	45.9	28.4	74.3	77.7	77.5	96.2	96.3
Racial/Ethnic Group										
White	49	100	27.7	40.4	31.9	72.3	80.2	79.1	94.1	95.6
African American	113	100	27.5	44	28.4	72.5	57.9	57.6	96.8	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	86.2	N/A	97.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	64.7	62.6	96.1	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	95.6	93.2
Disability Status										
Disabled	16	100	66.7	13.3	20	33.3	16.1	26.1	95	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.6	61.2	96.1	97.2
Socio-Economic Status										
Subsidized meals	142	100	28.7	42.6	28.7	71.3	59.7	58.9	96	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	64	100	19	49.2	31.7	81
	4	37	100	19.4	47.2	33.3	80.6
	5	60	100	14.3	55.4	30.4	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	64	100	38.1	42.9	19	61.9
	4	37	100	19.4	58.3	22.2	80.6
	5	60	100	17.9	57.1	25	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	32	100	45.2	51.6	3.2	54.8
	4	37	100	36.1	55.6	8.3	63.9
	5	31	100	N/AV	N/AV	N/AV	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	32	100	31.3	56.3	12.5	68.8
	4	37	100	22.2	63.9	13.9	77.8
	5	29	100	14.8	37	48.1	85.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	64	100	44.4	31.7	23.8	55.6
	4	39	100	27	40.5	32.4	73
	5	59	100	8.9	57.1	33.9	91.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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